



# Council for Standards in Human Service Education

Assuring best practices in Human Service Education through  
evidence-based standards and a peer-review accreditation process

<https://cshse.org>

3337 Duke Street, Alexandria, VA 22314-5219  
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October 29, 2022

Lynn Washington, M.S.  
Human Services Program Chair  
Arkansas Tech University Ozark Campus  
1700 Helberg Lane  
Ozark, AR 72949

Re: October 2022 Board Decision Table decision

Dear Ms. Washington

The CSHSE Board reviewed the reader reports of the self-study for the Human Services associate degree program at Arkansas Technical University- Ozark and voted to table a decision because there were some concerns about Standard 4 , 9 and curriculum standard documentation. This decision was based according to the CSHSE Policy for Board Accreditation/Reaccreditation Decisions found in Appendix I of the July 2022 CSHSE Membership Handbook: Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions (pp 96-98)

*The Board of Directors of the Council will take action on the initial accreditation, interim report and review, or reaccreditation at the appropriate Board Meeting (see schedule of deadlines in Member Handbook) based on: reader reports evaluating the Self-Study; Site Visitor reports; and policies and procedures of the Board. Programs under review will be informally notified of Board action via email, by the Vice President of Accreditation, within 10 days, and formally notified of Board action, by a letter from the Vice President of Accreditation, within 30 days. Board action will also be posted on the website within 30 days following the Board decision.*

## *2. Tabled by the CSHSE Board*

- a. The Board decides to postpone an accreditation decision because there is not sufficient information to make a decision.*
- b. When consideration has been tabled, the program must furnish the requested information according to a Board approved timeline but no less than 30 days prior to the next Board meeting.*
- c. If the information is not furnished, then the program must reapply for accreditation as if it were an initial accreditation.*

This decision is not a negative reflection of your program, but only a means for the Board to access missing information and to clarify compliance concerns. The Board recognized the program's strengths in submitted responses to program and curriculum standards.



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The Readers did note many strengths of the program:

- Detailed program information on the website and Student Handbook
- Use of biopsychosocial and ecological approaches in the curriculum
- Inclusion of forensic training in the program
- Intentional cultural diversity learning through dedicated course and training
- Volunteer opportunities incorporated as course assignments.
- Organized fieldwork placement program
- Students are exposed to various theoretical orientations.
- Well written self-study narrative

The Board's concerns center around the verification of Introduction 1.3c , Standard 4, 9, and curriculum standards. Your program will remain accredited until the following information is submitted no later than February 1, 2023 for Board review at the February 24, 2023 Board meeting. A truncated self-study template will be emailed to you. The responses and documented evidence shall be emailed to Winona Schappell CSHSE VPA, who will then distribute to Board Members. Please submit the following information:

**Introduction 1 3c** Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. For example, describe general education or liberal arts requirements of the institution. **Provide an explanation on how the general education curriculum is determined by the institution/program and how it contributes to human services professional formation.**

## **Standard 4 D. Program Evaluation**

The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field.

Specifications for Standard 4: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

**4 a.** *The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following:*

**1. Measurable student learning outcomes** *Although the program mentioned WEAVE, there was no outcome data provided from this assessment process. The Readers noted that there was qualitative data collected from surveys but no quantitative data. No summative student achievement data for course or program learning objectives was provided. Provide the most recent data collected for the Human Services Program in WEAVE. Include quantitative data collected by the institution's Research Office that demonstrates enrollment, retention, GPA, graduation rates, etc.*

**2. Assessment plan-** *There was mention of the WEAVE assessment plan, but Readers did not have a clear understanding of the assessment plan process. Provide a clear explanation of how WEAVE is used by the institution and how the Human Services program integrates into that process.*

**3. Examples of assessment tools,** *e.g. rubrics, exams, portfolios, surveys, capstone evaluations, etc. Readers noted information from surveys. Provide examples of other assessments, skill based, projects, etc. used in Human Services courses to assess student learning.*



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4. A description of how the evaluation may or may not have resulted in any change. Based upon the last WEAVE outcome evaluation report, **provide any program changes that may have resulted.**

**Standard 9a** *Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program. The Readers felt there more assertions than concrete detail or evidence that there are sufficient resources and also noted that there has been a significant decrease in budget allocation to the program. Provide concrete examples from the budget description that indicates the program is adequately funded for the current needs.*

**Curriculum Standards 11-20** *The self-study narrative responses were detailed about how the courses met the standard, but the Readers felt there was inadequate evidence to prove compliance of the assertions in the narrative responses. There were missing course syllabi, HS 1113, HS 2123, HS 2213, HS 2333 and the two psychology courses that were used to demonstrate compliance with human theory development were not submitted. Course learning objectives are not written in measurable terms and only three assessments were provided as examples, primarily tests. There was no evidence of skill based assessments. Measurable course objectives, lack of specific examples of how learning is measured, and the lack of learning assessment outcome data (related to Standard 4) was a major issue of noncompliance for the curriculum standards. Provide institutional approved curriculum course documents that have the course description and measurable student learning objectives for the Human Service courses and the two psychology courses. Provide specific assessment tools (type and description), other than paper tests, that are used in the Human Services courses to demonstrate student learning of course learning objectives.*

If there are any questions, please contact me.

Sincerely,

*Winona Schappell*

Winona Schappell, CSHSE VPA  
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Cc: Ms. Cheryl McGill, Lead Reader  
Dr. Paul Datti, CSHSE Board Member at Large consultant  
Dr. Yvonne Chase, CSHSE President